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ABSTRACT

Mandated multicultural education in Iowa grew out of a strong commitment to education, a large influx of Southeast Asians, and a concern for the homogeneous nature of educational materials. The mandate stated that the Iowa Board of Education was responsible for the design, implementation, and evaluation of a multicultural/nonsexist education program by 1984. Tangential to the program, teachers were required to take a 45-hour human relations course focusing on self awareness, values, multicultural and nonsexist education, presentations by minority groups, and development of methods and materials for classroom implementation. To investigate the effectiveness of the mandate and the human relations course on teacher knowledge, teacher attitude, and teacher behavior, course participants completed a course evaluation, the Attitude Toward Sex Role Scale, and a 1-year follow-up questionnaire on implementation. An analysis of the results showed that no significant gains appeared for either attitude or knowledge. However, behavior did appear to change, in that 1 year after training, 70 percent of the teachers were still using the materials they had developed. Faulty administration, inadequate guidelines, and a lack of real support for the program from various official levels of education may explain the lack of significant gains and the image of the mandated program as a boondoggle. However, final analysis of program effectiveness must be based on student attitudes and counselor effectiveness in dealing with minority students. (The course evaluation form, the Attitudes Toward Sex Role Scale, and the response totals on the follow-up questionnaire are appended.) (BL)

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MANDATED MULTICULTURAL EDUCATION: BOON OR BOONDOGGLE

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ABSTRACT

MANDATED MULTICULTURAL EDUCATION: BOON OR BOONDOGGLE

Iowa, like several other midwestern states, has mandated that multicultural education shall be infused into the K-12 curriculum by 1984. Furthermore, all teachers in the state are required to complete a state sanctioned 45 contact hour Human Relations course oriented toward multicultural education.

After a Human Relations course was developed by Keystone Area Education Agency, certified by the Iowa Department of Public Instruction, and taught for two years, a series of evaluations was made to gauge the effectiveness of the mandate on teacher knowledge, teacher attitude and teacher behavior. One instrument used was created by the research section of the AEA. The other was a questionnaire developed at the San Diego State University. A follow-up questionnaire was sent to randomly selected students one year after they completed the course.

The data yield a mixture of results. While no significant gain appears for either attitude or knowledge, behavior does seem to change. Faulty administration, inadequate guidelines, and a lack of real support to the program from various official levels of education make mandated multicultural education both a boon and a boondoggle.

MANDATED MULTICULTURAL EDUCATION: BOON OR BOONDOGGLE

Mandated multicultural education, highly controversial and vehemently opposed by most teachers' organizations was established in 1979 with the demand that the program shall be functional by July, 1984. The specifics of the mandate will be discussed later in this paper; what needs examination at this point is the rationale for such a directive.

Iowa is a rather unique state, fairly evenly split between rural and urban populations, moderately conservative but possessing a strong streak of liberalism as a counter balance as evidenced by the election of a very conservative Republican Governor and a liberal Democrat Lieutenant Governor. Iowa led the nation in openly requesting the settlement of Southeast Asian refugees within her borders and established programs for their re-education and language training during a period of difficult financial times. Yet Iowa is 98% white and the remaining 2% is huddled in primarily two cities. Why then has Iowa shown such a strong interest in multicultural education?

The answer lies in Iowa's commitment to education. The state has continually ranked first in the nation in SAT scores and recently, results of combined ACT, SAT, and ITED scores show the state as the number one state in academic achievement according to CHRONICLES OF HIGHER EDUCATION. Research has indicated that when a homogeneous group is limited to knowledge of that group, they tend to be egocentric, close minded to others. Furthermore, such singled minded learning misses much knowledge from other cultures.

In a paper presented to the Iowa Curriculum and Instruction Conference in 1981 (Regan and Larson), a review of the best selling and most often used texts in Social Studies, Math, Science, and Literature showed that most school books are either overtly biased or covertly slanted toward a WASP male perspective. For example, the most used American Literature text in Iowa includes virtually no Black, Hispanic, Native American, Asian American or women authors. The Iowa legislatures ultimately felt that this bias impeded quality education and Iowa students, so homogeneous, were very vulnerable.

There were other reasons for the mandate. One was the huge influx of Southeast Asians that affected virtually every school district in the state. The Department of Public Instruction felt it was a necessity for schools to be modestly aware of Asian culture.

Another cause for the regulations was a chronic racial problem in the two Iowa cities which were cited for failure to desegregate schools. One city was cited for bias in Job Service assistance and public hiring of non-white personnel. In fact, the community with the highest percentage of Blacks in the state had no Blacks in city hall or on the police force.

Ten years ago the Native American students in Tama went on strike because the Iowa history and American history courses made no mention of Indian contributions.

While all those specific problems have been effectively dealt with, DPI felt they arose because of ignorance and could be prevented in the future

through greater knowledge and understanding, therefore, the mandates were established.

TABLE 1
IOWA MANDATE ON MULTICULTURAL/NONSEXIST EDUCATION

1. THE BOARD OF EDUCATION SHALL PREPARE, WITHIN ONE YEAR OF THIS DATE, A FIVE YEAR PLAN FOR IMPLEMENTATION AND EVALUATION OF MC/NS EDUCATION.

2. THE PLAN SHALL INCLUDE:
   A. GOALS AND OBJECTIVES WITH IMPLEMENTATION TIMELINES FOR ALL COMPONENTS OF THE EDUCATIONAL PROGRAM.

   B. DESCRIPTION OF INSERVICE ACTIVITIES FOR ALL STAFF MEMBERS REGARDING MC/NS EDUCATION.

   C. A COMMUNITY ADVISORY COMMITTEE CONSISTING OF MEN, WOMEN, MINORITY GROUPS, AND HANDICAPPED SHALL BE APPOINTED TO GIVE SYSTEMATIC INPUT TO THE DISTRICT. IN DISTRICTS WHERE THERE ARE NO MINORITIES, THE DISTRICT SHALL BE RESPONSIBLE FOR UTILIZING MINORITY PERSONS FROM OUTSIDE THE DISTRICT.

   D. A DESCRIPTION OF ON-GOING MONITORING AND EVALUATION.

3. A MODEL POLICY STATEMENT SHALL BE PASSED BY THE BOARD.

4. ALL TEACHERS MUST HAVE A 45 HOUR COURSE IN HUMAN RELATIONS WITHIN THE NEXT TEN YEARS OR BEFORE THEY CAN RENEW THEIR TEACHING CERTIFICATES.

The multicultural mandate, expanded to include nonsexist education are rather simple but direct. The Board of Education is responsible for developing an MC/NS plan with specific timelines for implementation within one year of the directive (1979) and the plan shall be completed by 1984. They must also pass a policy statement noting the school's intention to follow the MC/NS mandates and comply with Title VI of the civil rights act and Title IX of the Educational Amendment of 1972.

The plan includes goals and objectives, inservice descriptions, creation of a community advisory committee composed of men, women, and minority people-even if they have to go outside the district to get members-and an evaluation program. Tangential to the MC/NS requirements was a requirement for all teachers to take a 45 hour Human Relations course.

TABLE 2A
HUMAN RELATIONS
COURSE OBJECTIVES

1. BE AWARE OF AND UNDERSTAND THE VARIOUS VALUES, LIFESTYLES, HISTORY, AND CONTRIBUTIONS OF VARIOUS IDENTIFIABLE SUBGROUPS IN SOCIETY.

2. RECOGNIZE AND DEAL WITH DEHUMANIZING BIASES SUCH AS SEXISM, RACISM, PREJUDICE, AND DISCRIMINATION, AND BECOME AWARE OF THE IMPACT THAT SUCH BIASES HAVE ON INTERPERSONAL RELATIONS.

3. TRANSLATE KNOWLEDGE OF HUMAN RELATIONS INTO ATTITUDES, SKILLS, AND TECHNIQUES WHICH RESULT IN FAVORABLE LEARNING EXPERIENCES FOR STUDENTS.

4. RECOGNIZE THE WAYS IN WHICH DEHUMANIZING BIASES MAY BE REFLECTED IN INSTRUCTIONAL MATERIALS.

5. RESPECT HUMAN DIVERSITY AND THE RIGHTS OF EACH INDIVIDUAL.

6. RELATE EFFECTIVELY TO OTHER INDIVIDUALS AND VARIOUS SUBGROUPS OTHER THAN ONE'S OWN.

TABLE 2b
COMPONENTS OF A HUMAN RELATIONS CLASS

1. SELF AWARENESS AND SELF CONCEPT DEVELOPMENT
   * INDIVIDUAL ACTIVITIES
   * CURRICULUM INFUSION

2. VALUES AND MORALITY
   * DEFINITIONS
   * ACTIVITIES
   * INFUSION

3. BAFA BAFA

4. MULTICULTURAL EDUCATION
   * EXAMINATION OF PREJUDICE
   * BIAS IN EDUCATIONAL MATERIALS
   * DEMOGRAPHICS

5. NONSEXIST EDUCATION
   * BIAS IN EDUCATION
   * DEMOGRAPHICS

6. ACCENTED PRESENTATIONS
   * NATIVE AMERICANS
   * WOMEN
   * HANDICAPPED
   * HISPANICS
   * BLACKS
   * ASIAN AMERICANS
   * RELIGIOUS MINORITIES

7. IMPLEMENTATION
   * EXAMINATION OF MATERIALS
   * DEVELOPMENT OF UNITS AND ACTIVITIES

The components of a typical Human Relations class were developed by several educators using models from Minnesota such as the FOUNDATIONS OF OPPRESSION created by the Minnesota Department of Education and Human Relations courses at Winona State University with the basic belief that there is a hierarchy of learning in order to create a behavior change towards others different than oneself.

The first stage is the possession of a positive self concept through self awareness. Resarch in prejudice tend to show that people with positive self concepts are less likely to be biased, more open to change, and more motivated to learn. Since the self is a very resiliant entity, the earlier education can influence a self concept the easier it is to do it. The self concept area is taught with a proclivity towards elementary infusion and secondary reinforcement.

The second stage is the development of a personal value system because bias and prejudice is based on one's value system; therefore, it seems essential to clarify values early. John Bryde, among many others, says that behavior is based on values but one holds both conscious and unconscious values which can cause internal psychological dissonance. Through values clarification and awareness, values are raised from unconscious levels to conscious ones whereby the inconsistant values can be dealt with. The supposition is that prejudice tends to stem from irrational beliefs or unconscious values.

In the values section, teachers are exposed to the definitions of the Raths, Simon, Harmin values clarification system and participate in sundry activities; but the main work is oriented towards infusion of value clarification into the regular curriculum.

We have found that the simulation game Bafa Bafa is an excellent tool to open new perspectives about different cultures that lectures, films, and other presentations do less well.

The next step is examination of multicultural education through study of the social, behavioral, political and psychological causes of prejudice. Educational materials are previews for bias and supplemental materials identified. And finally, as an added emphasis of the extent of multicultural problems, we look at demographics about each primary minority group.

The final area is not covered by the instructor but rather by others - frequently non-professionals or non-educators. We try to get first-hand look at another's point of view by bringing in a series of minority speakers to informally talk with the teachers about a plethora of topics. All too frequently these teachers have never really spoken to a minority person and the mere opportunity to exchange ideas seemingly has some benefit.

The teachers are required to develop multicultural units and activities that can be used in their personal classrooms. These units and activities are shared with the class and copies are collected in the AEA Curriculum Lab where hundreds of activities now are available for review by our area teachers.

The heart of this paper is whether mandated multicultural education is a boon or boondoggle. Keystone A.E.A. of Elkader wanted to know if the Human Relations courses were having any effect on teacher knowledge, teacher attitude, or teacher behavior. The Educational Research and Evaluation Department, in conjunction with the Human Relations consultant, re-identified the goals and objectives for the course using the Delphi technique. After these goals and objectives were refined, an instrument was developed. The design for evaluation was a post-test only design. The results were compared to baseline scores. We also included the Attitude Toward Sex Role Scale in our evaluation scheme. For evaluation purposes we used two control groups and three different classes as experimental groups.

TABLE 3

	CONTROL 1	CONTROL 2	RID	MFL	GBRG
	N = 23	N = 22	N = 13	N = 20	N = 16
HUMAN RELATIONS TOTAL	MEAN = 142.22 ST.D. = 12.31	MEAN = 150.54 ST.D. = 12.27	MEAN = 146.38 ST.D. = 10.77	MEAN = 147.45 ST.D. = 9.97	MEAN = 140.66 ST.D. = 12.49
COGNITIVE SECTION	MEAN = 122.96 ST.D. = 12.16	MEAN = 130.41 ST.D. = 6.25	MEAN = 128.3 ST.D. = 8.37	MEAN = 126.8 ST.D. = 9.88	MEAN = 121.87 ST.D. = 10.94
ATTITUDE SECTION	MEAN = 19.26 ST.D. = 3.62	MEAN = 20.1 ST.D. = 3.5	MEAN = 18.00 ST.D. = 5.35	MEAN = 19.05 ST.D. = 3.27	MEAN = 18.94 ST.D. = 4.04
- - - - - - - -	- - - - - - - -	- - - - - - - -	- - - - - - - -	- - - - - - - -	- - - - - - - -
ATTITUDE TOWARD SEX ROLE	MEAN = UNK. ST.D. = UNK.	MEAN = 78.5 ST.D. = 20.02	MEAN = 83.33 ST.D. = 20.43	MEAN = 86.55 ST.D. = 16.18	MEAN = 79.73 ST.D. = 23.50

A cursory look at the results show no significant difference between baseline total score and experimental total score. It might be concluded, therefore, that the human relations classes, as they exist, are not having a significant impact on teachers. It may be that the course is not correclty designed, the test is inadequate, the instructors are not doing a good job, or that 45 hours is simply too limited in time to make an impact on knowledge, attitude, or behavior.

My personal, and probably not unbiased opinion, is that the class was developed by experienced and knowledgeable professionals after careful study of the research, therefore, the class design probably is not the culprit. The instructor holds a doctorate in education, and has several years experience in teaching as well as in multicultural education, followed a rigorous outline of presentations and activities and was evaluated highly by each class in terms of teaching skills.

It seems most likely that the total score insignificance is due to either time factors or a recalcitrant attitude among the teachers.

The instrument was developed in a painstaking manner by the highly qualified staff of researchers who created a reliable and valid instrument. Some question may be raised about the instrument because of inherent difficulties of self reporting on attitudes. I have some question, personally, about most of the test instruments in the entire field of multicultural education. Still, all factors considered, I believe it to be a quality instrument comparable to any other available.

The biggest surprise came from the attitude scale score which show no statistical significance but indicate an actual decline in attitude after completing the course in all three experimental groups.

The attitude scale was a Likert type scale citing 12 different minority groups such as Blacks, Catholics, Native Americans and physically handicapped with the ratings "wouldn't even want to work with them", "OK to work with but wouldn't want them living next door", "OK to live next door but wouldn't want to have over for dinner", "OK to have over for dinner but wouldn't want daughter to marry one". No prejudice.

Our observation was that control groups tended to indicate "no prejudice" down the line--perhaps unwilling to admit their own prejudices. This especially was thought about after one of the control groups' community had a serious racial incident but most of the teachers indicated NO PREJUDICE. Their behavior indicated otherwise. We felt that after taking the course, teachers were more aware of their attitudes (raising unconscious values to conscious ones) and so indicated it.

The correlation between cognitive score and attitude score was very interesting because it did not support the typical contention that if people just knew about other groups they would not be prejudiced or, that prejudice is caused by ignorance alone. Our data tended to dispute those conslusions. While there was a more positive trend from the experimental group there was

not the kind of correlation one expected. While the cognitive scores were not significant nor were the attitude scores. The negative correlation lead one to conclude a minimal relationship between knowledge and attitude.

TABLE 4
CORRELATIONS

COGNITIVE SCORE / ATTITUDE SCORE

CONTROL 1:	r =	-.11
CONTROL 2:	r =	-.35
RID :	r =	.19
MFL :	r =	-.16
GBRG :	r =	.11

TABLE 5
CORRELATIONS

MINORITY ATTITUDE / SEX ROLE ATTITUDE

CONTROL 1:	r =	Unknown
CONTROL 2:	r =	-.20
RID :	r =	.17
MFL :	r =	-.35
GBRG :	r =	.08

If this is indeed valid then there is some very important ramifications on the way we teach the mandated classes. Mere knowledge is probably very limited in value.

There is a school of thought within the MC/NS field that says, in essence, that neither attitude of the teacher towards minority people nor knowledge is of great importance; the primary issue is teacher behavior or, in other words, instructional process. Our follow up questionnaire tends to show some validity to that thought.

The teachers were required to develop MC/NS units and activities for implementation in their classrooms. Approximately one year after taking the

Human Relations class, the teachers were asked if they had actually used the units. Seventy percent (70%) responded that they had used them and will continue to do so. The following brief summary encapsulates the other findings of our follow up evaluation.

55% felt MC/NS was of great importance to education
45% felt MC/NS was of moderate importance
60% stated that they had looked for additional supplemental materials on MC/NS
40% review new material from a multicentric perspective
100% reported at least occasional multicentric teaching
35% report that their teacher evaluation is based on MC/NS input
60% stated that they do not allow any racist, sexist language from their students

In summary the following points were made from our research:

1) There were no real gains in knowledge due to the mandated Human Relations class.

2) There was no improvement in attitude towards minority people after taking our Human Relations class, in fact, scores declined possibly due to greater awareness of their own biases or that control groups "fudged" on their responses.

3) There is some inconsistancy between attitude towards minority people and attitude towards sex role. This tends to contradict the current trend of thought. Perhaps this is due to some aspects of the tested population such as working professional women who still maintain some conventional attitudes sex roles.

4) The correlation between knowledge and attitude seem to indicate a very minimal relationship.

5) Human Relations classes seem to have some impact on teacher instructional behavior if not on attitude.

6) The final analysis of the impact of mandated multicultural education must be based on student attitude and this needs to be evaluated.

The counselor has a vital role in the infusion of multicultural education but too often has been an impedence to rather than promoter for a non-racist/non-sexist education. The entire profession needs thorough self evaluation.

First, the professional counselor needs to review counseling materials for racial, sexual, or handicapped biases. Too many of us remember the blue forms for boys and pink forms for girls in the interest testing areas.

Second, fairness in placement and scheduling for all students is essential.

Third, racist or sexist tests must be culled.

Fourth, counselors of early elementary students must ensure that all students have an acceptable modicum of self acceptance, a healthy respect for people different than themselves, a recognition that every person has worth and dignity, and awareness of non-traditional roles for men and women, acceptance of differences and some level of communication skills. Once a child reaches upper elementary or junior high school, they should be introduced to values clarification with emphasis on a multicultural orientation, moral development, competence in communication skills and some skills in basic decision making.

Fifth, counselors, long complainers that they lack respect or are not given significant roles, should take the leadership as the school districts resource person for multicultural education.

Sixth, the counselor is in a perfect position to take the unofficial and informal leadership in eliminating bias and prejudice among their peers and colleagues.

The final aspect of this presentation is the answer to the question posed in the title, "Is mandated multicultural education a boon or boondoggle?" The proverbial bottom line answer is simple...it is both.

Mandated multicultural education is a boondoggle insofar as it still has not convinced many teachers that it is of vital importance. This can be seen by the lobbying effort of the Iowa State Education Association to eliminate the mandate even though most teachers already have taken the course and all districts have made at least paper moves toward implementation of multicultural/non-sexist education. Too many teachers feel that it is just another DPI regulation that keeps some bureaucrat employed.

It is in this frame of mind that most schools pay lip service rather than any real central office level promotion of the regulation. One principal confessed that the work of infusion was more than he was willing to do and the worst that would happen is a couple of nasty letters and a phone call. To the best of the speaker's knowledge, there is not one single district that has a significant curriculum guide for multicultural infusion K-12 and the process for total implementation. Typically, a district writes a minimal plan touching the major points demanded by the law, there is a brief inservice for faculty--usually one-half day in length. The appropriate appointments to an advisory committee or grievance committee and the process dies.

Another strong influence against the mandate comes from the Back-to-Basic groups who feel that multicultural education is a divergence from the foundations of learning. A goodly portion of teachers agree. They also complain of too many mandates from DPI. For example, in 1979 there was the needs assessment mandate, 1980 saw the push for MC/NS, 1982 was mandated

career and vocational education. All of this was dumped on top of PL94-142 and other state and federal rules. Many argue that their time is consumed by regulations and there is no time for basics.

The lack of significant change has already been discussed.

Finally, the mandate has no teeth. It seem rather obvious that lip service is sufficient to avoid the two nasty letters and one phone call from DPI. Until the regulations has some powerful incentives for change, it will continue to languish.

But there is always two sides to every issue and the boon of mandated multicultural education is also apparent.

First, there seems to be some influence on text selection. Most schools at least make reference to MC/NS perspectives in selection, but more importantly, the publishing companies themselves are finally making some positive moves in orientation.

Second, the teachers report that they are using MC/NS units and activities in their classroom. They have looked for supplemental materials, and they are ordering more multicultural media for classroom work.

Third, the Media Division of our area education agency has noted more turnover in multiculturals in the professional library, lending library, and curriculum laboratory.

Fourth, MC/NS is a topic to be dealt with in all curriculum guide revisions.

Fifth, while the mandate has no teeth, DPI has found that "leaks" to the local press has great impact on administrators. It is amazing how fast schools get into compliance once their name hits the front page.

Mandated multicultural education remains both a boon and a boondoggle in Iowa and, probably, in similar situations partially due to inflated expectations, poor planning, inadequate public relations, bad timing, and poor assistance from the state department. Nevertheless, the basic concept reflects an important perspective about what education is supposed to do. The mandate, for all its flaws and failures, is right, just, and moral. In the final analysis, it will work.

APPENDICES

HUMAN RELATIONS COURSE EVALUATION FORM

1. Number in chronological order the following steps in attitude change.

_____ Acceptance of the new attitude in others.
_____ Verbalization consistent with the new attitude.
_____ Awareness of present and alternative attitudes.
_____ Behavior consistent with the new attitude.

2. Check all of the following which would have a positive effect on self-concept.

_____ Telling what was wrong in what the person said.
_____ Changing the subject when the person has finished speaking and you disagree.
_____ Repeating some of what the person has said.
_____ Asking the person for clarification of a point he/she has made.
_____ Interrupting the person to give your response.

3. Check each true statement among the following.

_____ People with a high self concept are less likely to belittle others.
_____ Self concept has no effect on behavior.
_____ People with a low self concept are servile toward everyone and don't belittle others.
_____ People with a high self concept are arrogant and pushy.
_____ People with a low self concept bully those who are different from themselves.

4. Check each true statement among the following.

_____ High achievement and low achievement both occur more frequently with a low self concept.
_____ Self concept and achievement are related.
_____ High achievement occurs more frequently with a high self concept and low achievement occurs more frequently with a low self concept.
_____ Low achievement occurs more frequently with a high self concept and high achievement occurs more frequently with a low self concept.
_____ Self concept and achievement are not related.

5. Check each true statement among the following.

_____ My behavior as a teacher can help someone to have a more positive self concept.
_____ My behavior as a teacher can cause someone to have a lower self concept.
_____ My behavior as a teacher has no effect on the self concepts of others.
_____ A person's self concept is determined by his/her friends and not by my behavior as a teacher.
_____ A person's self concept is determined by socio-economic status and not by others.

6. The Human Relations course has implications beyond dealing with people who are different from oneself. Check all of the following which are implications for the classroom.

_____ Both boys and girls may have equal opportunities for taking any course.
_____ Classroom climate may be more positive and less stressful.
_____ A given set of values will be taught.
_____ Communication between teacher-student, student-teacher, and student-student may be improved.
_____ There will be less time for basic subject material.
_____ Greater breadth of perspective may be used in presenting courses.

7. Check all of the following which may result from restricting people and not allowing them to utilize their strengths.

_____ Slower accumulation of knowledge.
_____ Greater political stability.
_____ Greater technological advances.
_____ Fewer accomplishments in literature and the visual arts.
_____ More homogeneous culture.

8. Check all of the following which are generally true of persons in a racial minority group.

_____ Enjoy learning from others.
_____ Have a lower self concept, generally speaking.
_____ Have a higher self concept, generally speaking.
_____ Have lower achievement, generally speaking.
_____ Have higher achievement, generally speaking.
_____ Have the same range of self concept and achievement levels, generally speaking.

9. Check all of the following which are characteristics of the best approach for developing better human relations.

_____ Model the strategies and use them with the students.
_____ Have a course added to the curriculum.
_____ Use five minutes in every class period to discuss this topic.
_____ Capitalize on the opportunities as they occur in any course.
_____ Integrate content and strategies throughout the curriculum.
_____ Talk about human relations in every course.

10. Check all of the following which are characteristics of values clarification.

_____ Develops student awareness of attitudes.
_____ Teaches attitudes society considers appropriate.
_____ Influences as well as develops awareness of attitudes.
_____ Can only be used with older students.
_____ Involves decision-making by students.

11. The Human Relations course has implications beyond dealing with people who are different from oneself. Check all of the following which are implications for everyday life.

_____ Interpersonal relationships will be enhanced through a better understanding of self and others and through improved communication skills.
_____ Fewer problems will be encountered due to increased understanding of self and others.
_____ A better understanding of economic and political events will be attained through increased awareness of cultural and global interdependence.
_____ Less discomfort will be felt in the presence of someone who is different, e.g., with a minority boss in the future.
_____ Political affiliation will change through a greater understanding of the issues.

12. Check the premise(s) that values clarification is/are based upon.

_____ Lecture is the most effective way of changing attitudes.
_____ There are defined steps in attitude change.
_____ Each person must decide about his/her attitudes.
_____ Society's values must be held by everyone in that society.
_____ Behavior is based on values.

13. Check all of the following which can decrease (or reinforce) racist and/or sexist attitudes.

_____ My attitudes and the model I provide as a teacher.
_____ The materials I select to use in teaching.
_____ The content I choose to omit or emphasize.
_____ The strategies I use with my students.
_____ My manner of presenting ideas.

14. Please check each of the following groups as to the degree of prejudice you feel toward them as a group.

	No prejudice	OK to have to dinner but wouldn't want child to marry one	OK to have them live next door but wouldn't ask them to dinner	OK to work with but wouldn't want them living next door	Wouldn't even want to work with them
Asians					
Blacks					
Hispanics					
Native Americans					
Catholics					
Jews					
Protestants					
Very high S.E.S.					
Very low S.E.S.					
Mentally handicapped					
Severely physically handicapped					
Elderly					

15. Check all of the following which are programs and materials designed to develop a more positive self concept.

_____ Lifeline
_____ DUSO
_____ TAD
_____ ACER
_____ Teacher adviser system

16. Check all of the following which often result from prejudice toward a group of people.

_____ Careers limited to only a few and/or lower paying ones.
_____ Lower pay for the same work.
_____ Less qualified people advance more rapidly.
_____ Being made to feel uncomfortable and unaccepted in certain restaurants, clubs, stores.
_____ Being able to live in only certain areas of the community.
_____ Greater unity among minority group members.

17. Check which of the following describes what has happened during the period of this course in regard to your tolerance toward groups who are different. (Refer to item 14 for a list of the groups).

_____ My tolerance has become greater.
_____ My tolerance has become less.
_____ My tolerance has stayed about the same.

ATTITUDES TOWARD SEX ROLES SCALE

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						Directions: Listed below are 35 common ideas about womens' roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.
						1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "women's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the woman who acts seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						14. The most important characteristic for a wife is physical attractiveness.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						15. A woman should work only if she can do so without interfering with her domestic duties.
						16. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
						17. It is possible for women to combine home and career and do both successfully.
						18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.
						19. Women who work outside the home tend to be more interesting people than those who do not.
						20. It is only natural for women to be interested in people and men to be interested in ideas.
						21. A woman's place is primarly in the home.
						22. Modern women are too competitive.
						23. Women should follow any vocation they wish, even if this violates tradition.
						24. Highly paid jobs should go to men with families to support.
						25. A wife should not compete with her husband in his own area of endeavor.
						26. Women can work in any vocation without appearing masculine.
						27. Men are willing to work for a woman as long as she is competent.
						28. It is not possible to maintain a romatic relationship when a women beats the man "at his own game."
						29. There is no genetic difference between the sexes in intellectual ability.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						30. Beauty is more important to femininity than intelligence.
						31. Married women should be able to have both male and female friends.
						32. A college education is equally important for males and females.
						33. It is just as important for women to be intellectually capable as it is for men.
						34. Males are inherently capable in some areas and women in others.
						35. It would be appropriate for a woman to be President of the United States if she were qualified.

Used with the permission of Dr. Peggy Hawley, Coordinator of Graduate Programs and Research, San Diego State University.

RESPONSE TOTALS
THE FOLLOW-UP QUESTIONNAIRE

1. You developed MC/NS activities and units in the Human Relations class. Have you:
   a. never used them--15%
   b. tried them once--15%
   c. will continue to use them--70%

2. From which perspective do you most frequently teach:
   a. concept--55%
   b. fact--30%
   c. values--15%

3. Multicultural/nonsexist aspects of education at the level I teach is:
   a. of little importance
   b. of no importance
   c. of great importance--55%
   d. of moderate importance--45%

4. Regarding self concept, I find that since taking the Human Relations class I:
   a. work about the same towards enhancement of self concept--50%
   b. work harder on self concept building--50%
   c. work less on self concept
   d. it is not relevant for my class

5. I attempt to boost self concept:
   a. indirectly--50%
   b. when I think it is appropriate--40%
   c. during specific times dedicated to that topic--10%
   d. not too often in my class

6. Which of the following best fits you since taking Human Relations:
   a. I still catch myself using sexist language--45%
   b. I never use sexist language--25%
   c. I have changed my language only a little--20%
   d. I don't know about my language usage--10%

7. Which of the following best describes you:
   a. I have found no supplemental MC/NS materials for my classes
   b. I have found only a few supplemental MC/NS materials for my class--65%
   c. I have requested assisted assistance from DPI or AEA in finding MC/NS materials--15%
   d. I have found no need for supplemental materials for my class--20%

8. Which best describes you:
   a. I often use MC/NS supplemental materials--5%
   b. I occasionally use MC/NS supplemental materials--45%
   c. I have used MC/NS supplemental materials--45%
   d. I have no need to use MC/NS supplemental materials--5%

9. When previewing materials for class, I:
   a. usually evaluate on an MC/NS basis--40%
   b. occasionally evaluate on an MC/NS basis--40%
   c. rarely evaluate on an MC/NS basis--20%

10. I have attempted to teach from a truely multicentric perspective:
   a. I occasionally teach from a multicentric perspective--50%
   b. I have taught from a multicentric perspective--50%
   c. A multicentric perspective is irrelevant for my class

11. My assignment for our school district's five year MC/NS plan:
   a. has been clearly defined and articulated--5%
   b. has been generally defined and articulated--30%
   c. is understood--10%
   d. is unknown--50%

12. A segment of my evaluation procedure is based on my teaching MC/NS education.
   a. Yes--35%
   b. No--65%

13. My students show:
   a. occasional racial and/or sex bias--65%
   b. racial and/or sex bias--30%
   c. no racial or sex bias--5%

14. The Division of the Department of Public Instruction that deals with MC/NS issues is:
   a. Multicultural/Nonsexist Education Section--25%
   b. Educational Equity Section--10%
   c. Urban Education Section
   d. there is no section that deals with MC/NS education--35%
   BLANK RESPONSE--30%

15. When my students use sexist language, I:
   a. always correct it--60%
   b. occasionally correct it--25%
   c. usually don't correct it--15%

16. My students:
   a. are expected to know about ethnic minority cultures--10%
   b. are introduced to ethnic cultures--70%
   c. may deal with ethnic cultures--20%

17. I perceive my students as ultimately being:
   a. traditional--45%
   b. non-traditional
   c. mixed traditiona/non-traditional--55%